



CABRINI
COLLEGE

Student Teaching

490/491



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**Supplementary Course Description
Student Teaching & Seminar Program**

| | | |
|---------|--------------|----------------------------------|
| ELE 490 | 3-12 credits | K-6 Certification |
| ECE 490 | 6 credits | N-3 Certification |
| SEC 490 | 3-12 credits | 7-12 Certification |
| SPE 490 | 3-6 credits | Mild/Moderate Certification |
| SPE 491 | 3-6 credits | Severe/Profound Certification |

Student Teaching & Seminar involves 14 weeks of actual teaching in the cooperating schools under the supervision of a cooperating teacher and college supervisor. Seminars continue throughout the semester with conferences, placement and certification procedures discussed.

Prerequisite: Limited to seniors and post-baccalaureate students who meet division GPA guidelines (see college catalog) and have been approved by the Education Division. Students must also pass all required Praxis exams and have a clean set up current clearances.

Grading standards are published in the student teaching manual. These grades are not a part of the GPA. Offered Fall & Spring semesters and under special circumstances-Summer I.

Parking permits must be valid during your student teaching seminars.

Contact Information

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Introduction

It is hoped that this manual will serve as a guide that will help answer questions which pertain specifically to the EDU 490/491 Student Teaching experiences. Although an effort has been made to include as much beneficial information as possible, there may be some things which require further explanation. In this event, it is important to seek clarification from your Cabrini College Supervisor.

These experiences will be done on a full-time basis during the assigned dates. The cooperating school's calendar and hours will be followed. The building principal will have the final determination in all school matters. The student teacher may want to contact the college supervisor to clarify some situations.



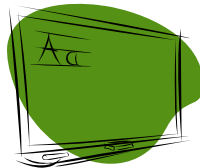
Only Student Teachers who have been approved by the Education Division and who have completed all course work, have a minimum of 3.0 grade point average, have passed all required Praxis exams and have clear, current clearances may register for Student Teaching & Seminar experiences.

No other credits can be taken during the Student Teaching experience.

Course Goals

To provide the student teacher with

1. A variety of experiences and the opportunity to take the role of educator as a facilitator, information-giver, counselor, classroom manager and administrator
2. Increasingly comprehensive experiences until he/she demonstrates the ability to assume complete responsibility for the educational program in the classroom
3. The opportunity to draw upon theory and techniques in planning for and dealing with practical instructional situations
4. The opportunity to formulate a personal teaching style, integrating theory with personal techniques and methods
5. The opportunity to practice and develop insight, sensitivity and judgment as it relates to understanding the behavior and learning processes of student
6. The opportunity to become familiar with professional practices, attitudes and procedures within a professional educational setting
7. The opportunity to understand the school in the community
8. The opportunity to record, report, analyze and discuss the experiences and their implications



To the Student Teacher

Parents entrust their children to your care and supervision just as they do with your cooperating teacher. Children and parents deserve the same standard of conduct from you as they do from professional members of the regular teaching staff. Use this unique opportunity to develop your competencies.

General Responsibilities/Policies

1. Calendar and Attendance

Student teachers are expected to become totally involved in the educational program of the setting in which they are placed. Daily attendance is required. In case of illness or accident, the school and/or cooperating teacher, as well as the college supervisor should be notified before the school day begins. **Make-up days for absences are required and must be approved by all parties involved.** It is very important for the student teacher to assume the responsibility of perfect attendance. It is possible that the cooperating school is considering you as a prospective employee for the near future. Proper attitude and initiative are two major attributes of the professional educator.

The college supervisor should also be contacted when the school is closed. The college supervisor should have a schedule of special events: holidays, meetings, conferences, etc. **The calendar of the cooperating school, not Cabrini College, will be followed by the student teacher.**

2. Seminar

Seminar sessions provide the opportunity for the college to address particular concerns which are observed by the field supervisors, voiced by the student teachers/cooperating teachers or deemed appropriate by the college faculty. During the EDU 490/491 course, these sessions are usually conducted once per week. The goals are to share and consider practical solutions to problems and experiences encountered while student teaching, in addition to exploring the ethical and legal considerations of the teacher's role. **Seminar is a mandatory part of the pre-professional development: Your full attendance and punctuality are required.**

3. Hours and Calendar

The student teacher will follow the cooperating teacher's hours as required by the cooperating school.

4. Dress and Language Use

Cues for appropriate dress may be taken from the cooperating teacher and other professionals in the school. Student teachers will be expected to follow Cabrini College dress code wearing neat, clean conservative clothes. Your goal is to look, act and feel like a mature professional person. Clothes will determine how others react to you. Be sensitive to the image that you project.

In all correspondence, including email, professional communication is to be practiced.

5. Professional Behavior

Include a copy of the **Educators' Code of Ethics** in your notebook. Professional behavior will be expected of the student teacher at all times. Do not discuss students or school personnel in public places or with your friends; respect the confidentiality of students' records and do not use pupils' names unless you are discussing them for professional reasons with someone who has the "absolute right" to know. Stay away from gossip. Be positive when you refer to the staff, students and administration. If there appears to be an intra-personal difficulty in the school, discuss it frankly and immediately with your college supervisor.

6. Health Regulations

It is a state regulation that student teachers present evidence that they are free of tuberculosis if they are working in the schools. Either a **Tine Test** or a **Chest X-Ray** will satisfy this regulation. The **Mantoux Test** may be required by some sites. If you need to schedule a test, see your personal doctor or the college nurse. A photocopy of a negative Tine Test must be presented to each cooperating principal and to your college supervisor. This must be done **before** you begin student teaching.

7. Liability Insurance

Every student teacher should carry some type of liability insurance. Insurance is available to members of the Pennsylvania State Education Association (**PSEA**) or through the Council for Exceptional Children (**CEC**). You may want to check your homeowner's insurance policy for possible coverage. Please note that this is your responsibility. (See Appendix).

8. Pennsylvania Background Checks

All education students will be subject to both Pennsylvania and FBI criminal history checks at various points throughout the teacher certification program. *The results of these checks may impact a student's ability to progress through the program and/or to be recommended for certification by Cabrini College.*

9. Corporal Punishment

Student teachers may **not** administer corporal punishment nor may they participate in the use of restrictive techniques. This is a college policy **and may not be violated** by the student teacher.

10. Classroom Responsibilities

Student teachers are expected to gradually assume full teaching responsibilities, usually in a sequential progression, at the discretion of the cooperating teacher/cooperating school. There is a minimum of one week per each seven week placement.

In addition to planning and instruction for diverse populations, student teachers will be expected to perform the following tasks:

- a. Clerical duties involving attendance and pupil's records
- b. Preparation and grading of tests and assignments
- c. Accepting responsibility for classroom atmosphere
- d. Curriculum materials and technology
- e. Working with pupils who need special assistance and individual support

11. Assignments (Behavioral Objectives)

The behavioral objectives required by the Education Division are outlined in detail in this manual. Each student teacher will maintain a three ring binder, divided into sections pertaining to each requirement. It will be the student teacher's responsibility to demonstrate successful completion of all objectives and other teaching requirements completed satisfactorily and in a timely manner. *The three ring binder should be available to the college supervisor during all observations.*

Both the cooperating teacher and the college supervisor will be of assistance if there are any questions in regards to the fulfillment of the behavioral objectives. Alternatives may be suggested by the college supervisor.

12. Evaluation

At the end of the student teaching experience, the student teacher is required to complete evaluations of both the cooperating teacher and the college supervisor. Please photocopy the forms from the **Appendix**. The student teacher should review these forms prior to the student teaching experience.

13. Supervision

Both the college supervisor and the cooperating teacher will be observing, supervising and evaluating each student teacher's performance. The student teacher should read the sections in this handbook which describe the roles and duties of each participant, as well as the criteria for evaluation and what to expect during a visit from the college supervisor.

Each cooperating teacher will be directed to send an evaluation of the student teacher electronically or paper based to the Education Office. The college supervisor will also complete two sets of a PDE 430 forms and submit them to the certification officer to sign.

14. Withdrawal

Student teachers are occasionally withdrawn from their assignments for the following reasons:

- a. Illness or other emergencies
- b. On request of the school administration
- c. Inappropriate performance or conduct
- d. Failing to meet minimal performance standards of the education division
- e. On request of the cooperating teacher and/or college supervisor with the knowledge and the approval of the Chairperson of the Education Division

15. Change of Assignment

Occasionally it becomes necessary to change student teaching assignments when one of the following conditions is present:

- a. Extended illness, absence or resignation of the cooperating teacher
- b. Request of the cooperating teacher to be relieved of the responsibility of the student teacher
- c. Request by the school administration for a change in assignment
- d. When the college supervisor reports that such a change is in the best interest of the student teacher
- e. As a result of an extended teachers' strike which may affect the placement

16. Substitute Teaching

It should be noted that the college does not permit the utilization of student teachers as substitute teachers. It is the responsibility of the cooperating school to supply a substitute teacher for the classroom. It may be apparent that the student teacher may know the classroom situation and students better, but the final responsibility must rest with the school's administration and staff and **not** the student teacher.

*Contract with Substitute Teaching Organization

Praxis Score Requirement

- A. It is a requirement of Cabrini College that all appropriate Praxis examinations must be passed prior to a student teacher beginning his/her student teaching placement.

- B. Student Teachers are required to insure that the Educational Testing Service (ETS) is notified to forward their test scores to both Harrisburg and Cabrini College. ETS forwards a peel-off label to Cabrini College which we will attach to your teaching certificate application form. Be advised that we are required to confirm that the student teacher has attained the required test cut-off scores, before forwarding our recommendation that they should be granted the PA Instructional I Certificate.

- C. It should be noted that the required cut-off scores are those which are required on the date of your certificate application. The cut-off scores may have changed between the time the student teacher took the tests (e.g. Sophomore Year) and the time your application is received by the Pennsylvania Department of Education (PDE).

First Days at Placement

The student teacher should arrive at the school 30 minutes before start time of their individual cooperating school on the first day and introduce themselves to the principal and staff. After that first day, the student teacher should follow the required school's hours of their cooperating teacher. Upon meeting the principal, the student teacher should present photocopies of **all** required **forms** as identified in this manual. (e.g. **TB Test, Criminal Record, Child Abuse and FBI Clearances**).

Have available original clearances, photocopy of your college transcripts and a brief resume of your experiences.

The student teacher should begin the student teaching experience with a three ring binder and a copy of this manual. Notation should be made of the cooperating school's telephone number as well as the numbers of both the cooperating teacher and college supervisor. The student teacher should make sure that all personnel have the student teacher's telephone number.

As quickly as possible, take notation of the classroom rules and regulations, make a classroom seating chart, obtain a copy of the school's calendar and obtain the classroom's daily/weekly schedule. In addition, try to find out as much as you can about the environment in which your school is located and the home environments of your pupils. The more familiar you become with the school, the better a job you can perform in relating to their needs, interests and ability level.



Behavioral Objectives

The following **Behavioral Objectives** constitute the essence of this experience. Successful completion is required in each objective. The objectives represent the major skills that are required of the student teacher and must be demonstrated and evaluated. Obviously, there will be variations due to specific differences between the varied types of classroom settings, but common ground can usually be established.

Successful performance of each objective will be necessary for the student teaching experience to be evaluated as a **Pass**. Exemplary performances will be recognized as **Pass with Honors**. Both the cooperating teacher and the college supervisor should be involved in any areas in which the student teacher is experiencing difficulties in meeting an objective.

The cooperating teacher and the college supervisor should review, approve and initial the written documentation and implementation of each objective as completed by the student teacher. The student teaching experience is the time and place for these skills to be practiced and where each competency is to be successfully demonstrated.

In addition, the student teacher is encouraged to attend to the total teaching situation and to the totality of each and every one of the pupils in the student teaching situation. A successful teacher is one who is sensitive to the social and emotional climate of the classroom and to the social, emotional and creative development of child. By relating to each child as a caring and involved person, the student teacher will become more effective while serving as a model for the students in the classroom. Maintaining an open, positive and supportive manner and striving to create a psychologically comfortable atmosphere for all concerned are admirable goals for the student teacher to attain. Objectivity will not be easily attained, but these skills are among the most important teacher's attributes. Special emphasis must be placed on the quality of the affective interactions between the student teacher and their students.

Overview of Behavioral Objectives

Each student teacher must obtain a copy of the **PA State Standards** and include this in your binder. **All** lessons must identify the **Standard(s)** being addressed in the lesson. Your school site may be involved with The Literacy Framework (2000), Madeline Hunter Model and/or Benjamin Bloom's Taxonomy. Please see the Appendix and/or the required behavioral objectives for additional information.

It is important to note that each student teacher who has two or more placements, will need to pay close attention to the required objectives-whether they must be satisfied in each placement or only one placement.

Alternative requirements may be approved where the original objective cannot be satisfied.

Behavioral Objective I
Code of Professional Conduct and Practices for Educators

Objective: Using the document provided, the student teacher will read and write a reflection on the Code of Professional Conduct and Practices for Educators.

Place a copy of the Code of Professional Conduct and Practices for Educators in your student teaching binder.

Read through the document and write a personal reflection of the Code of Professional Conduct and Practices for Educators including specific comments on at least five specific section (Sections 4, 5, 6, 10, and 11).

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No.

141) (24 P. S. § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To

those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employe Relations Act (43 P. S. § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill.

Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and

written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1251—12-

1268), known as the Teacher Certification Law.

- (b) The professional educator may not engage in conduct prohibited by:
- (1) The Public School Code of 1949 (24 P. S. § 1-101—27-2702) and other laws relating to the schools or the education of children.
- (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § 401—413), known as the Public Official and Employee Ethics Law.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

- (1) Accept employment, when not properly certified, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic

status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

The professional educator may not:

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

Behavioral Objective II Journal

Objective: Using the knowledge of how reflection impacts the planning and process of education, the student teacher will create a journal where in he/she makes at least two journal entries for each week of his/her placement/s.

Directions:

At the end of each day, the student teacher should spend some time reflecting on the day's events and discussing with the cooperating teacher the positive results of the day as well as the areas that need some attention.

As a part of this evaluation process, the student teacher needs to record **at least two written journal entries per week** reflecting on some of the following:

- how the lessons being observed/taught are going
- how does the student teacher know the children learned
- what might the student teacher change about the lesson the next time the lesson is taught
- what classroom management experiences occurred and what was learned
- what changes in the schedule occurred and how were the plans adjusted to accommodate the change in schedule
- how does the classroom teacher interact with other personnel to support the learning in the class
- what outside materials are brought in to enhance the curriculum/learning

Behavioral Objective III

Daily Lesson Plans

Objective: Using knowledge of Benjamin Bloom's Taxonomy, the student teacher will prepare written daily lesson plans which will follow the prescribed lesson plan format. **(See Appendix for sample lesson plans).**

Plans must be prepared in advance for every lesson that is taught. **These must be presented to and initialed by the cooperating teacher at least 2 days prior to the teaching of the lesson.** Copying the cooperating teacher's daily planner/schedule is not sufficient and is not considered to be written lesson plans. The college supervisor must initial all lesson plans as they are reviewed and/or observed.

Written plans should be considered the foundation for all that is done in the classroom. They should be carefully planned and executed. They should be concise and complete. A revised and tattered-through-use plan is far more meaningful than a pristine untouched one. Plans should be readily available for use and inspection.

Effective Lesson Plans Perform Many Functions:

1. Provide information regarding the students:
 - a. Give daily individualized and/or class goals and are linked to the long-range and/or IEP, ELL goals
 - b. Show gains children make by recording pre-test and post-test measures when appropriate of the student's performance
 - c. Record the sequence of learning
 - d. Provide feedback regarding individual learning styles and trends of behavior
2. Provide communications with
 - a. Cooperating teachers
 - b. Administrators and supervisors
 - c. Parents
 - d. Students ("Look how far you have progressed.")
 - e. Oneself (evaluations regarding student progress)
 - f. Aides and substitute teachers
3. Provide differentiated instruction where appropriate
4. Provide documentation regarding teacher-time spent with a particular child/class in the case of a review or accountability hearing. (Please be advised that Federal Law holds teachers accountable for the education of exceptional children.)

Based on the Madeline Hunter Model, Every Lesson Plan Must Include the State Standard (s) and Follow the Format.

1. The **Behavioral Objective** of the lesson (refer to Bloom's Taxonomy-stated briefly in measurable terms/syntax according to its type; (e.g. cognitive, affective or psychomotor).
2. The **Materials** to be used:
This may be included with the procedure or written in a separate section. Items such as textbook names (or abbreviations) with page numbers, software or hardware items, audio-visual aids, projectors, extension cords, three-prong adapters, etc. should be included as reminders to be properly prepared.
3. **THE PROCEDURE TO BE FOLLOWED:**
Remember to "Teach to the Objective"
 - a. **Anticipatory Set**-This should set the stage for the activity/learning which will follow. It may include a review of previous concepts, relating the new concepts to a known personal experience, etc. An example/model may be presented.
 - b. **Activity**-This identifies how the students will actively participate in the learning process, check for understanding
 - c. **Closure (Culmination)**-This is a summary of presented concepts, a review, a reinforcement, etc. (it usually provides the teacher with objective data on which to base an evaluation).
4. The **Assessment** should clearly be reflective of the stated objective and measure what the lesson intends to address.
5. The **Accountability** should indicate *how the teacher will record student's progress/success for the lesson in the grade book.*
6. The **Differentiation** section should provide information as to how the teacher will modify the lesson for both **struggling learners** as well as **gifted learners**.
7. The **Evaluation(s)** to be used:
 - a. **Evaluation**-Should answer these questions:
 - How will the teacher know which learner have been successful and who has not?
 - How will the teacher know who can continue with the activity the next day?
 - How will the learner know if he/she met the behavioral objective?
 - How will the learner know if he/she is eligible for tomorrow's lesson?
 - b. **Feedback**
The teacher will provide the following verbal feedback during the lesson:
The teacher will provide the following written feedback on work that has been collected:
Reminder: Specify when the work that has been collected will be returned. The feedback is not complete until the work has been returned.

Student teachers should follow the prescribed lesson plan format during the early stages of these experiences. The student teacher, cooperating teacher and college supervisor should agree on both format and structure. Keep a copy of the weekly schedule in the front of the binder, followed by detailed daily lesson plans and unit/module plans. Other sections of the notebook should address the remaining objectives.

Keep samples of any worksheets/handouts that are used in conjunction with the presented lessons. Descriptions of any learning packets/centers, etc which also reinforce presented

concepts should be clearly described and kept in your three ring binder. You might also consider taking photographs of projects. Please be advised that you might use your student teaching notebook as your personal teaching portfolio to be presented to prospective employers.

Behavioral Objective IV Emergency Lesson Plan

Objective: Using knowledge of Benjamin Bloom's Taxonomy, the student teacher will prepare a written emergency lesson plan which will follow the prescribed lesson plans format.

This should be ready for use during the first week. Two plans are required for each placement, if used, it must be replaced immediately.

If a student teacher is staying in one placement, then two plans are required for each seven week period – or four plans total.

An emergency lesson plan is exactly what the name implies: a plan that is available for the student teacher to use in an emergency. It should be kept in the three ring binder.

A good emergency lesson plan should be able to stand alone without relying upon pre-teaching or follow-up lessons. The plan should contain all of the elements inherent in every good plan: objective, materials, procedure and evaluation.

It is probably a good idea to be able to vary the lesson in length. It may, for example, consist of two parts, each of which could stand alone as a lesson or be adapted to fit into any time slot that may present itself.

It is important that the time available and the activity are compatible and that all supplies and materials are immediately at hand so that there is virtually no preparation time is necessary before the lesson begins. Students should **not** be able to recognize this as an "emergency lesson."

This can and should be an enjoyable and creative lesson. The objective may be relaxation, a reward for prior hard work, a reinforcement of a skill or the development of a new skill or an enrichment activity.

Because the plan is an emergency plan, it should not be construed that the lesson may be merely a "time-filler." Rather, it should be considered to be a unique opportunity in which to present something rather sparkling, creative and different.

Behavioral Objective V Instructional System

Objective: Using knowledge of Benjamin Bloom's Taxonomy, the student teacher will prepare a written instructional system which will follow the prescribed lesson format. The system may follow a Thematic/Topical approach or be Literature based.

One system is required during each 7 week placement. A minimum of two systems will be required for each fourteen week placement.

The system should be discussed with the cooperating teacher at the earliest convenient time so that the content of the system may be decided upon and the student teacher can begin appropriate planning. The college supervisor should be notified as quickly as possible.

The system should consist of a series of lessons or activities that address a common topic and bring about a comprehensive understanding in a broad area of study. Science and social studies lend themselves particularly well to this type of planning in the lower grades but other content areas may be used. The system should be planned and approved under the close supervision of the cooperating teacher. It is expected that the student teacher will actively seek outside sources of information and technology. The system should include at least 3 assessments, preliminary, formative and summative.

Some of the factors to be considered:

1. School curriculum guides and courses of study
2. Age, interest and ability levels of the student
3. Planning with the students as much as possible
4. Activities that lend themselves to integration with each other
5. Type and nature of any groups or committees that will be used
6. Behavioral management techniques
7. Type, variety and sources of materials
8. Short-term and long-term activities (collections, plays, experiments, construction, trips, etc.)
9. Unifying activities which summarize the concepts
10. Assessments-Preliminary, formative and summative.

The needs of SPE and ELL should be a part of the instructional system planning.

Each lesson within the system should contain the elements of good planning as set forth earlier in this manual. The instructional system should include objectives (both long-term system goals and short-term lesson goals), procedures with materials and evaluation.

Behavioral Objective VI **Alternate/Supplemental Learning Activity**

Objective: The student teacher will design alternative/supplemental learning activities which will independently introduce or reinforce concepts.

Three activities are required for each 7 week placement. (One activity must include educational technology).

An alternative/supplemental learning activity is an organized set of materials and activities that have been selected to present and reinforce a skill without the direct assistance of the teacher. It is designed to be a self-instructional packet.

All directions and materials necessary for the completion of the task should be contained within the packet. The task should be able to be completed at the site in which it is furnished. The packet should present the task sequentially and should include a method of providing feedback to the student regarding his/her progress. Alternate/supplemental learning activities may be designed for the individual student or for use by many students at a classroom learning center.

Areas that might be considered for the development of such a packet are:

1. Information that may have been missed by a student who was absent but that is necessary before the student can easily re-join the group
2. Supplemental tasks for a homebound child who is temporarily unable to attend class
3. Supplemental learning not appropriate for the entire class because it is either too accelerated or because it supplies additional reinforcement in a skill area
4. Enrichment for free time
5. A new skill which is helpful for broadening other learnings
6. An area of special interest
7. Investigation to satisfy curiosity about a subject
8. Involvement of parents in the child's development
9. Adaptive equipment for exceptional children

Behavioral Objective VII Individual Education Program (IEP)

Objective: Following a knowledge-base established from special education courses, inclusion, or secondary methods, the student teacher will participate in an IEP meeting for a student and write a 2-3 page description of the experience. Included in the paper will be the student teacher's explanation of the modifications as set forth by the IEP, the instructional methods and materials, the test materials and evaluation procedures, and the criteria for successful performances.

If it is not possible for the student teacher to participate in an IEP meeting, then the student teacher should have a meeting with the special education personnel regarding a student's IEP and address the same assignment as described above.

Note: Use John/Jane Doe to protect the student's privacy.

Furthermore, the student teacher should be aware of all IEPs for students they will teach. In particular, the student teacher should note the long term goals, short term objectives, the instructional methods and materials, the test materials and evaluation procedures, and the criteria for successful performances. Student teachers should carry-out the modifications as prescribed in the IEPs as an integral part of all lessons they plan and teach.

If the student requires goals and objectives relating to behavior management, Objective VIII must be completed in order to provide data to support the behavioral goals and objectives for the student.

This objective may be difficult to complete in some placements. If that is the case, a modified objective must be approved by the college supervisor e.g. the student teacher might observe a special education class, write a detailed explanation of the evaluative IEP and instructional process in place in the class, and sit in on an IEP meeting with the special education teacher.

In the case where no IEPs are in the student teacher's class or possibly none in the school, the student teacher will need a modified objective that must be approved by the college supervisor e.g. the student teacher might note modifications that are made for some students and write a detailed explanation of the modifications and instructional process in place in the class, and a description of the student's progress and/or success based on the modifications provided.

Behavioral Objective VIII Classroom Management

Objective: While working within the student teaching placement/s, students will consider a variety of aspects regarding classroom management. Students will provide a written response to the questions posed in each of the four parts of the assignment: Relationships with students, Rules and Procedures, Behavior Recognition and Consequences, and Adapting Classroom Management to Needs.

Introduction: The best method to develop and maintain positive classroom discipline and order is to provide meaningful, challenging and engaging instruction in a classroom community where all students feel valued, a sense of belonging and have opportunities to be successful.

Excellent teachers make planning decisions about instruction, including classroom management, before, during and after each lesson. How are these decisions being made in your classroom(s)? Respond to the following topics and specific questions.

Five important components of classroom management are:

- Building positive relationships with students
- Establishing class rules
- Developing procedures
- Providing recognition and consequences
- Being consistent.

Relationships with students, Part 1

Having a positive relationship with all children is essential to maintaining positive behavior. Positive relationships may just happen, but they can also be developed. All students need recognition and reinforcement to develop positive behavior and build relationships. However, behavior is contextual and interactive; the way adults manage their own emotional responses has an important effect on children's behavior.

Please provide a complete written response to each of the following questions.

- ❖ For each student teaching placement address the following questions regarding classroom management at the beginning of the assignment.

1. Ask your cooperating teacher(s) to describe how positive relationships with students have been developed and maintained in the classroom(s) where you have been assigned as a student teacher and summarize their response.
2. What is the importance of establishing positive relationships with **all** children?
3. How will you promote positive relationships between children in your own classroom?

Classroom management part 2, Rules and Procedures

1. How have classroom rules been established and maintained in the classroom where you have been assigned as a student teacher? (are they posted, written in positive terms, followed consistently, etc.)
2. In your future classroom how would you engage students in the process of developing classroom rules?
3. To provide for classroom organization and order what kinds of daily procedures and routines have been established for students?
4. Do students follow these procedures independently and in a routine fashion?
Please comment on your observations.
5. Why should teachers develop daily routines and procedures for students?

Classroom Management part 3, Behavior Recognition and Consequences

1. How are students provided with specific praise or recognition for positive behavior in the classroom where you have been assigned as a student teacher?
2. What are the consequences for students who violate the established rules? (be specific)
3. In your future classroom, how will you provide consequences for misbehavior in a fair, firm and consistent way to demonstrate respect for your students as well as maintain order, security and safety in the classroom?

Classroom Management Part 4, Adapting Classroom Management to Needs

1. How does age and developmental levels impact on your decisions about classroom management?
2. How are classroom management decisions modified to meet the needs of “special needs” students?

Behavioral Objective IX

Behavioral Intervention Task

Objective: Using knowledge established during college courses, the student teacher will design, execute and record a behavioral intervention task in one placement.

The nature of the behavioral intervention task will involve reinforcement principles. A behavioral goal must be specified and a task analysis may be required. Intervention plans must be designed and implemented and data must be collected by the student teacher. Intervention should be planned with the cooperating teacher and/or supervisor. Anecdotal records may provide the initial data for this task. A more detailed approach is provided in the Appendix.

Referring to the sample Behavioral Intervention Program in the Appendix, the following steps should be followed:

1. **Define the Behavior** which needs to be modified. E.g. Student continually disrupts fellow students, in math class by tapping a pencil on the desk
2. **Identify the Goal** toward which the intervention task will be directed. e.g. Student will work at desk for a 30 minute math period without disrupting others, via tapping pencil on desk
3. **Gather Data (Establish Baseline)** e.g. Tally and average the number of times the student disrupts others by tapping pencil on desk during five successive math classes
4. **Introduce and Employ Intervention Techniques**, possibly using a task analysis to break down the behavior into small steps (see Appendix)
5. **Gather Data** e.g. Disruptions due to pencil tapings at certain points during and again after intervention techniques have been employed
6. **Graph**, or visually record the data collected
7. **Summarize** and evaluate the success of the task in a final **typed** report

Behavioral Objective X

Curriculum & Technology File

Objective: Based on an understanding of the purpose of a curriculum file, the student teacher will maintain a developing curriculum file in all subject areas throughout all placements.

Each student teacher should begin/continue a personal curriculum file. A curriculum file is never complete. It should be continued throughout one's career.

The file should be organized in an appropriate and convenient manner. Some items that may be included in the file are:

- Pictures and other visual aids
- Cooperating teacher's handouts
- Bulletin boards ideas
- Games
- Material catalogs form publishers
- Music/art activities
- Current events
- Materials/activities in specific content areas
- Websites, journals, software

In addition, personal copies of books and journals should be recorded and/or organized in some manner.

This file will be reviewed by the college supervisor at the end of the student teaching experiences.

Behavioral Objective XI

Task Analysis

Objective: Using knowledge established during college courses, the student teacher will design a task analysis, following the prescribed format (*see Appendix sample*), for a single task in a single site.

Any skill can be broken down into small, sequential and teachable steps. This is referred to as “task analyzing.”

Task analyzing a skill is valuable:

1. Helps the teacher to better understand each and every step involved in the learning and performance of a skill
2. Reminds us to avoid assumptions
3. Identifies missing components
4. Eliminates unnecessary components
5. Makes individualizing possible
6. Prevents accidents

A good task analysis will include the following:

1. Entry level skills of the learner
2. Any materials or supplies needed
3. Thorough task description
4. Criterion for performance
5. Any special procedures
6. Form for monitoring performance

Steps toward task analysis:

1. Write an objective
2. Brainstorm the components
3. Eliminate unnecessary components
4. Sequence components

Helpful Hints:

1. Keep the task analysis simple
2. Use it for new or difficult material
3. State it in question form: “Can the learner...?”
4. Work together with other teachers
5. Keep a file (school or personal).
6. Don’t confuse task analysis with a lesson plan

See Appendix for examples of this requirement

Behavioral Objective XII Instructional Materials Evaluation

Objective: Based upon the knowledge that all instructional materials should have a clearly established goal and a sequential development towards achieving that goal, the student teacher will evaluate available teacher-made or commercially produced instructional materials in the classroom. At least one evaluation in each site must include instructional technology/computers/software/website.

Two evaluations are required each 7 week placement.

Before making a decision regarding what instructional materials to use with a student, the teacher should consider the following:

- Type of learner for whom the material was developed
- Appropriateness of material for the setting and the type of students
- Appearance of materials (attractive to children)
- Clarity of teacher instruction
- Cultural bias/prejudice: age, sex, race, religion
- Adaptability
- Cost of material
- Appropriate for SPE & ELL

The evaluation forms (two pages) that follow on the next two pages should be photocopied and completed by the student teacher. After the cooperating teacher has initialed the evaluation, it should be placed in the student teacher's binder.

Directions:

1. Complete the Student/Class Information Form
2. Complete the Material Information Form

**Method of Selecting Instructional Materials
which Match Learning Abilities of Children (or Class) with the Material**

Evaluation Form

Cooperating Teacher _____

College Supervisor _____

Class Information Form

Name: _____ Age _____

Type of Learning Environment: (regular class, resource room, etc.):

Days & Times in the above setting:

Individual or Class strengths (academic, social, emotional, etc.):

Previously-used, Successful Instructional Techniques & Materials:

Previously-used, Successful Reinforcers:

Specific Skills to be taught:

Available Literature about the Material under Consideration:

**Evaluation Form
Material Information Form**

Cooperating Teacher _____

College Supervisor _____

Name of Material: _____

Author(s): _____

Publisher: _____

Cost: _____

Type of Learner or Class for which it was developed:

Instructional Area for which it was developed: Detailed description of:

Method Employed: Components of Material Modifiability:

Behavioral Objective XIII
Curriculum Modifications
Differentiated Instruction/ESL

Objective: Based on the knowledge that all lesson plans should be differentiated and able to accommodate the learning needs of a variety of learners, the student teacher will describe several methods/techniques he/she employs to differentiate lessons or activities for struggling learners, gifted learners or possibly ESL learners.

Descriptions of TWO methods are required for each 7 week placement.

In a 2-3 page paper, the student teacher will

- describe the class and the various learner styles/needs in the class
- describe several methods/techniques the student teacher employs to differentiate lessons or activities for struggling learners, gifted learners or possibly ESL learners
- reflect on the effectiveness of the differentiation techniques and how the effectiveness is determined

Behavioral Objective XIV
Professional Activities Log

Objective: Based on the outside-of-class activities in which the student teacher participates (e.g. staff meetings, professional development trainings, open house, etc.), the student teacher will document the activities for his/her own professional development log along with a short reflection on each activity.

Suggestion, use a table format in which the professional activity is listed followed by a short (2-3 sentence) explanation and/or reflection of how the student teacher participated in the activity (e.g. observed, addressed parents, etc.) and what he/she learned from the experience.

Keep any documentation you may receive as evidence of your participation (e.g. agenda, etc.).

Sample Professional Activities Log

| Professional Activity | Reflection |
|------------------------------|---|
| Open House | <i>I met parents and visited with them about the concepts being taught and about the general expectations of the classroom. Not many parents came. I was surprised.</i> |
| RTI training | <i>I learned more about NCLB through this training and what format schools have implemented to address some learner needs.</i> |
| Talent show | <i>For fun, I joined several other teachers in the school's talent show. It gave me the chance to get to know the teachers/staff from a different perspective and they me. The kids loved it!</i> |

Etc.

Behavioral Objective XIV
Individual Teaching Style
Philosophy of Education

Objective: After completing the student teaching experiences, the student teacher will reflect on their personal style of teaching and describe their philosophy of education on a single typed page.

The student teaching experience is a time for the student teacher to experiment with and to practice different teaching techniques. Each student teacher should take advantage of the expertise of the cooperating teacher and the college supervisor with their respective abilities to support and to evaluate the elements that constitute a successful performance in the classroom. Teaching styles are generally compatible with one's personality. Contemplation regarding one's own personality traits will be helpful in projecting the style of teaching that the student teacher might expect of themselves before the student teaching experience begins and as the semester progresses. Personal style does not imply that skill development can be ignored. Rather it implies the manner, in which the student teacher demonstrates skills, presents materials and relates to their students.

Your philosophy should reflect that you are student-centered as opposed to being teacher-centered. Present the paper without using the first person: "I."

This typed paper will consist of a (*one page narrative*) which summarizes their experiences during the student teaching in terms of teaching methods which are comfortable to the student teacher and which contributed to their effective teaching. Such things as philosophies of teaching, different qualified techniques regarding imparting information, maintaining discipline, establishing relationships with pupils and other professionals and compatibility with the teaching profession itself should be considered and commented upon.

It is crucial that this paper be completed in a thoughtful manner. Quality of content, not length, is important. You will be asked for your Philosophy of Education on applications and during interviews.

The Cooperating Teacher

Role Definition:

When student teaching begins, the cooperating teacher probably becomes the most important single individual in the teacher education process. It is the cooperating teacher who becomes the link for the student teacher between theory and practice, and between college preparation and the world in which the student will teach. The cooperating teacher will provide the bulk of the on-site supervision of the student teacher. Other members of the supervision team are the college supervisor, the administrative and school staff.

The cooperating teacher should be a mature person, competent in the teaching field, with a commitment to students, a keen interest in the community and skillful in human relations. They must not only be willing and able to accept a partnership in a supervisory team with other professionals, but be equally willing and able to generate a teaching team relationship with the student teacher. They must be able to relate to the fears and joys of a beginner in the profession. They will need to be alert to give encouragement when morale is waning and constructive criticism when the student teacher is capable of doing better.

In terms of preparation and experience, the cooperating teacher should have 3 years teaching experience with one being in current school district, completed at least one successful year in the current school district, have permanent certification in the area in which the student teacher is seeking certification and the recommendation of the school administration.

Adequate guidance of a student teacher will demand time and energy, especially during the early portion of the student teaching experiences. However, it is most probable that this will be amply offset by the benefits of using alternative ideas, trying refreshing experiments that more adults in the classroom make possible and experiencing the satisfaction of assisting a student teacher in the process of becoming a teaching professional.

Responsibilities

Specific responsibilities include:

1. Providing a teaching model for the student teacher
2. Supervising the student teacher in meeting the specific college requirements
3. Familiarizing the student teacher with appropriate curricula and materials for the educational program, including the state standards
4. Identifying effective methods of total classroom organization and management which can be utilized by the student teacher
5. Acting as a model of a professional which included examples of confidentiality, dress, work habits, oral communication and written communication
6. Offering feedback relating to lesson planning and performance to the student teacher

7. Supplying feedback, relating to the student teacher's performance, to the college supervisor-either orally, (during a field visit) or via telephone and/or written communications
8. Completing a narrative final evaluation regarding the student teacher's performance. (See Appendix). The final evaluation can be submitted via email to msmall@cabrini.edu or mailed to Cabrini College, Education Division, 610 King of Prussia Rd, Radnor, PA 19087

It should be noted that the cooperating teacher is legally responsible for the total educational environment. Student teachers should **not** be asked to assume **total** responsibility for lunch, hall, bus or study hall duty. Student teachers should **not** be asked to serve as substitute teachers during the cooperating teacher's absences.

Any questions concerning the performance of the student teacher or any other aspect of the student teaching experience/program should be directed to the college supervisor.

Arrival of the Student Teacher

There are several things that the cooperating teacher can do to help prepare the class for the arrival of the student teacher in the classroom. The student teacher's name can be introduced to the students and an explanation that the student teacher is in a genuine teaching position and is ready to bridge the gap between theory and practice. The cooperating teacher can help establish a positive attitude towards the student teacher by their behavior (both at the time of the announcement and upon the arrival of the student teacher). The student teacher should be considered a co-worker both in thought and deed.

When the student teacher arrives at the school, they will naturally turn to the cooperating teacher to make introductions to the staff and to the school. The student teacher will have a number of questions regarding school rules and policy as well as regulations specific to the classroom.

Some suggested guidelines:

- Introduce the student teacher to school staff including the superintendent, principal, department chairperson, classroom aides, secretaries, custodians, etc.
- Explore with the student teacher the school plant and facilities including the gym, auditorium, media center, bathrooms, cafeteria, faculty rooms, etc.
- Familiarize the student teacher with school policies and provide a handbook or building manual when one is available
- Acquaint the student teacher with the daily and weekly schedules that will be followed in the classroom
- Review the requirements of the program that the student teacher must meet
- Provide a desk of work area for the student teacher and make a place available for personal articles
- Make curriculum guides and textbooks available for use by the student teacher

During the first few days the student teacher should become familiar with routine clerical duties such as attendance, seating charts, supplies, roll book, permanent records, grading system, mode

of lesson planning, etc. Teacher files and school/community resources for materials should be discussed.

Since this experience is the culmination of the teacher-preparation program, the student teacher should begin some initial instruction within the first week. Additional instructional and classroom duties should be given to the student teacher as soon as the cooperating teacher feels it is appropriate. The cooperating teacher will determine just how quickly such responsibility is given.

To immersion into the school program is desired and makes for a more meaningful experience. It is expected that during the end of the experience, the student teacher will demonstrate the ability to take over complete responsibility of the classroom and will assume total teaching responsibilities for that period. This might occur during the last month with the cooperating teacher taking back duties so that the students do not have a sudden change in classroom structure.

To facilitate this transition the cooperating teacher can:

- Prepare the class by discussing the new “chain of command”
- Support the student teacher in the role of the classroom leader
- Take a physical position in the room which is out of the field of activity
- Adopt the attitude that the student teacher must be responsible for the total program for one week

The students should know who holds what authority or responsibility at all times. This concept may need to be reviewed. The attitude and the support of the cooperating teacher are important for the success of the student teacher who is becoming “the teacher.” Discussions between the student teacher, cooperating teacher and aide will be necessary for this transition to become functional.

Lesson Plans

The cooperating teacher plays an important role in this helping relationship. One of the greatest problem areas for the student teacher will be in the area of planning and use of time. The cooperating teacher can assist the student teacher by reviewing the proposed lesson plans and possibly comparing them to their own plans. “Walking” the student teacher through the steps they use, discussing plans before they are taught and providing feedback after the lessons are presented can assist the student teacher in their planning. Written comments by the cooperating teacher will assist the student teacher in their growth as a professional.

The cooperating teacher might want to:

- Allow the student teacher the feeling of intellectual freedom
- Allow the student teacher to develop their own sense of responsibility
- Allow the student teacher to think for themselves, but have the security of knowing that the cooperating teacher is always available
- Define to what extent the student teacher should participate or act independently in disciplining children or in giving homework

- Discuss how closely the student teacher should follow the cooperating teacher's routine patterns and to what extent the novice is permitted to introduce new routine patterns
- Discuss how closely the student teacher should follow the cooperating teacher's methods of teaching and to what extent they should experiment with their own ideas
- Decide the acceptable activities which the student teacher should practice while the cooperating teacher is teaching the class as a whole and vice-versa
- Determine how, where and when comments should be made about ways of improving

When reviewing a student teacher's performance, the positive as well as the negative points should be mentioned. Student teachers usually lack confidence and appreciate support. A student teacher should not be criticized in the presence of others. Criticism should be constructive, indicating how the student can "do better" next time.

Sometimes the student teacher can develop a good initial lesson plan which is based on material recently presented by the cooperating teacher. Joint planning encourages communication and cooperation between the student teacher and the professional teacher.

Remind the teacher of such techniques as:

- Starting class promptly
- Standing where they will easily be seen by all
- Moving around the room checking on progress
- Using a well modulated voice
- Keeping to the timed schedule
- Calling pupils by name
- Appropriate classroom management skills

Supervision

The student teacher should be observed by the cooperating teacher during the teaching of lessons with guidance being provided in supervisory conferences. It is always important that the degree of success of the lesson be discussed. The student teacher should be developing good self evaluative skills. Generalities often lead to confusion so specific suggestions and directions are always best.

During the course of the student teaching experience it may become necessary for the cooperating teacher to step into the teaching process. A signal should be established between the cooperating teacher and the student teacher to indicate when this is desirable. It should never be made obvious that the cooperating teacher is taking over, nor should the student teacher be made to feel embarrassed.

Situations that may warrant having cooperating teacher enter the teaching process:

- After an appropriate period of time the class or an individual has not been brought under control
- The student teacher requests an opinion from the cooperating teacher
- The student teacher appears greatly concerned about an event or series of events

A Final Word

While the student teacher receives attention from the cooperating teacher, the pupils in the classroom should be the primary focus. Nothing can alter the responsibility that the cooperating teacher must have for the welfare and educational development of the pupils. This implies that the cooperating teacher is not obligated to turn over full responsibility of a classroom to a student teacher if they feel that it will be detrimental to the students. Such a decision should be made with the concurrence of the college supervisor.

The cooperating teacher has the unique advantage of helping the student teacher realize their fullest potential. It is a demanding and responsible job, but it is also a rewarding and pleasurable one. Student teaching, under the guidance of the cooperating teacher can prove to be the most important single experience in the entire educational process of the student teacher.

The college recognizes the importance of the professional teacher in the student teacher's education and training. Without interested seasoned teachers and administrators the objective of preparing well qualified teachers could not be achieved.

The College Supervisor

Specific Duties: The college supervisor acts as a liaison between the cooperating teacher, the cooperating school and the college. The primary task of the college supervisor is to **assist the cooperating teacher in the guidance of the student teacher**. Close cooperation and open communication between the cooperating teacher and the college supervisor is crucial. The cooperating teacher will be in closer daily contact with the student teacher and will be in a better position to monitor the student teacher's daily classroom performance. It will be imperative for the college supervisor to seek out this information.

Other responsibilities of the college supervisor include:

- Assigning student teacher to appropriate cooperating teachers
- Providing support for the student teacher and acting as a resource person and advisor for the student teacher
- Monitoring and evaluating each student teacher's ability to achieve the behavioral objectives
- Observing and providing specific guidance to the individual student teacher
- Completing the **Narrative Evaluation Forms** for each visit, (See Appendix) and completing the Form 430 (5 pages) as per PDE
- Working with the cooperating teacher in organizing the setting or the student teacher
- Attending/conducting any required **Seminar** session on campus
- Providing feedback to program area coordinators and other appropriate college faculty members
- Preparing a typed **Final Evaluation** of the student teacher, (See Appendix) and verification that the **PDE Forms 430** are completed
- Collating the names of schools, cooperating teachers and administrators
- Following-up and maintaining certification records

Supervision will be performed by a qualified member of the education division faculty. Usually a single supervisor will provide continuous supervision of the student teacher throughout the entire semester. It is the responsibility of the student teacher to provide the supervisor with an accurate schedule of classes so that the supervisor can observe the student teacher "in action" and in a variety of teaching situations.

Content of a College Supervisor's Visit: A college supervisor will visit each student teacher on an average of once every two weeks. More visits will occur if necessary. Generally, a visit will consist of the supervisor's observation of the student teacher's performance in the classroom, a review of the three ring binder containing the materials prepared to address the student teaching behavioral objectives (e.g. lesson plans, tasks, etc.) and discussions with both the student teacher and the cooperating teacher. Ideally these discussions should be three-way meetings.

A **Narrative Evaluation Form** (See Appendix) will be completed by the college supervisor during each visit and the student teacher receives the original, while the copy is maintained in the student teaching file folders. These records provide the basis for the **Final Evaluation** (See Appendix) which will be completed at the end of the student teaching experience.

The student teacher's three ring binder, must be kept current at all times. The binder must be available to the college supervisor during each visit. The student teacher may be using the immediate lesson plan, but the supervisor can review it following the presented lesson.

The supervisor will want to observe the student teacher interacting with the pupils in the classroom. This will occur both when the student teacher is teaching and while serving as a backup to the cooperating teacher. The supervisor will remain in the background as much as possible. It is obviously impossible to ignore the presence of a visitor in the classroom, but it is important that the normal routine be interrupted as little as possible.

Since the number of visits by the supervisor must necessarily be limited, it is important that the most be made of each visit. The length of each visit will be determined by the amount of teaching observed and the classroom schedules. Quality observations can occur in a relatively short amount of time while the follow-up conference may require a longer period of time. Remember that the college supervisor is a support system, sue their expertise-ask questions, seek advice, offer suggestions, etc.

Evaluations

The main objective of all evaluations to promote professional growth, consequently evaluation should be continuous. Regular and periodic evaluations should take place so that strengths can be reinforced and weaknesses identified and addressed. Frequent, open and honest communications between the cooperating teacher, the student teacher and college supervisor will bring about the most effective behavioral changes and evaluations.

It will also be necessary to have written evaluations on file. The college supervisor will complete and file the **Narrative Evaluation Forms** (on-site observations) (See Appendix) and both the cooperating teacher and college supervisor will each file a **Final Evaluation Form** (See Appendix). The **Final Form** will be typed and submitted to the college placement office for the permanent record files. The college supervisor is also required by the Pennsylvania Department of Education (PDE) to complete and file the appropriate **Forms 430** (two filings are required). These evaluations are the most important documents in the student teacher's files. The student teacher will have access to their files.

The student teacher will complete evaluations on both the cooperating teacher and the college supervisor (See Appendix). These evaluations must be submitted to the supervisor at the end of each student teaching experience. **If the same supervisor follows you to the second field site, please submit one evaluation (this is to cover both placements.)**

Application Procedure for State Certification

It is the responsibility of the student teacher to complete the application forms: Form PDE 338G & Form PDE 338C in order to secure the Pennsylvania Instructional I Certificate as it applies to their respective qualifications. The application forms may be obtained during a scheduled senior seminar session or by contacting your college supervisor. See Appendix for sample forms.

Be very careful to follow the directions. Do **not** use “White-Out.” Do **not** erase. Print in capital letters with dark blue or black ink. Print inside the boxes and avoid contact with the edges. Do **not** fold the forms or staple them together. They will be machine-read in Harrisburg.

Be sure to retain the PDE instruction booklet-it deals with the current certification rules and regulations which apply to your teaching certificate. It also answers some commonly asked questions concerning the teaching certificate.

The completed forms, plus the application fee (**money orders only**), and a copy of student PRAXIS **must** be returned to the college supervisor/director for processing. They will be forwarded to the Pennsylvania Department of Education in Harrisburg, PA. This process should be completed, as soon as practical, following the completion of all required course work and the student teaching placement(s).

It is also the responsibility of the student teacher to have taken and passed the required **PRAXIS** teacher examinations. The education division faculty will assist in this endeavor, as requested. Minimum cut-off scores have been established.

You will note that PDE requires the recommending college to verify the PRAXIS passing scores and attach a peel-off label which is issued to the respective colleges by ETS.

Graduates who are concerned with the issuance of a certificate by another state should make direct inquiry to the State Education Director of Teacher Certification in the respective state. Reciprocity compacts are still in force, but it should be noted that applicants will still need to fulfill the testing requirements required in the application process for that state. (See the Director of Student Teaching for each individual state’s requirements.)

Job Placement & Follow-Up

The “supply and demand” principles apply to the field of education and will vary according to a multiplicity of circumstances:

- Intensified school construction
- Movable populations
- Number of graduating teachers from surrounding colleges, etc.

The graduating senior should study various possibilities in the light of their own potentialities and needs. You should apply to the school districts within a fifty-mile radius of your prospective home. Early application is wise. The “PA Standard Application” should be sent to the districts where the student would most like to teach or where it is believed that the best opportunities for employment exist.

Naturally the schools cooperating with the college, in the student teaching program, enjoy some advantage in securing applicants since they are acquainted with the students in advance. Students will want to consider taking advantage of opportunities that may arise in their cooperating schools or in the professional relationships they establish during the student teaching experiences.

During the student teaching seminar you will be instructed on how to write a resume’ and set-up your placement credential file with the college placement office. It is important that you contact that office and insure that your files are in order. There is no fee for this service.

It is important to understand that the reports of vacancies, letters of application and interviews are only preliminary actions. They commit neither the employer nor the graduate unless definite written or verbal agreements are obtained. Neither should enter into such agreements unless definite written or verbal agreements are obtained. Neither should enter into such agreements unless the intent is to fulfill them. **Be professional at all times!** Do not interpret expressions of interest or natural courtesy as commitments, especially when none are intended.

Letters of recommendation are best obtained from those who have known the student personally, such as the parish priest, employers (whether as a paid employee or as a volunteer), field experience teachers, education division faculty, college faculty, etc. Your immediate cooperating teacher(s) and your college supervisor(s) during student teaching will already have submitted a “final evaluation(s) on your student teaching and should **not** be asked to write another letter of reference.

Feel free to discuss specific job opportunities and/or placement procedures with your college faculty advisors.

Student Teaching Grade

Student teaching is a pass/fail course. The resulting grade does not impact the student's grade point average.

Students who earn 11 or 12 points on the PDE 430 evaluation form are eligible for a grade of "Pass with Honors."

A grade of "Pass with Honors" is reserved for students who not only earn the minimum score on the PDE 430 for eligibility, but who clearly stand out as going above and beyond in all aspects of their student teaching experience.

Grading Policy for Student Teaching

These grades will usually be assigned by the college supervisor after receiving the final evaluations from each cooperating teacher for each unit of student teaching.

Pass with Honors: A “PH” grade will be issued to those truly exceptional students who have **excelled** in every area of student teaching. For example:

- Attended **every** seminar and actively participated in session activities
- Score at least 11-12 points on the final PDE 430 form
- Completed all behavioral objectives, as stated in the manual, in an exemplary manner. (Special attention should be given to the quality of the written objectives).
- Displayed exceptional initiative/creativity in planning/implementing classroom activities
- Evidenced considerable research and preparation when carrying out teaching activities on regular basis
- Demonstrated a clear understanding of human development, classroom management procedures and educational psychology in motivating and encouraging individual/group performances
- Exercised precise initiative in determining classroom needs; aided cooperating teachers, attended meetings and additional attendance, as necessary to prepare for lessons
- Submitted a professional resume to the college supervisor by the last student teaching seminar of the semester

Exemplary performance in each of the above categories, as judged by the college supervisor in consultation with the cooperating teacher, will be the basis for such consideration.

Pass: A “P” will be issued to those student teachers who have completed the above six categories in a most satisfactory manner, as judged by the college supervisor in consultation with the cooperating teacher. Student teachers will receive the **PASS** grade based on a high level of performances, all in a timely manner.

Incomplete – “I” – “Pass with Conditions”: An “I” will be issued to those student teachers who fail to achieve all of the above six categories in a minimal manner. This grade indicates that the student teacher must satisfy some make-up days (absences) or incomplete behavioral objectives. This must be done within the time frame established by the Director of Student Teaching, before the grade will be changed to allow for minimal passing. The college supervisor will specify, in writing, the terms and time requirements for satisfying the requirements. The “I” grade **will not** allow the student teacher to receive the teaching certificate and may also prevent the senior from graduating. The college registrar will change the “I” to an “F” grade, if the conditions are not met.

Fail: Student teachers who do not complete the behavioral objectives, as herein outlined, within a reasonable amount of time and/or neglected to meet minimal standards, as judged by the college supervisor and in consultation with the cooperating teacher, will receive a **Failure**. This means that no credits will be awarded for student teaching.

Education Division Awards

There are several categories of awards presented by the Education Division. The categories include

- 1) Education Division Awards
- 2) The William B. Kuhns Award for Excellence in Education
- 3) Student Teaching Awards

A description of each award and the criteria for each is provided below.

I. Education Division Awards (for each area of certification)

Students eligible to receive this honor will have earned the highest grade point average in their program area (early childhood, elementary, special education, secondary education and educational studies). Full-time faculty in the Education Division will make the final selection of the award recipients.

The Education Division Awards will be presented at Spring Convocation each year.

II. The William B. Kuhns Award for Excellence in Education

This award will be bestowed upon one student who has not only achieved one of the highest grade point averages of the various program areas, but who has also exhibited leadership both across the campus and within the Education Division. Full time faculty in the Education Division will select this award recipient.

The William B. Kuhns Award for Excellence in Education will be presented at Spring Convocation each year.

III. Student Teaching Awards (for each area of certification)

One student will be selected to receive the Outstanding Student Teaching Award from each of the certification areas. The award is based solely on the student teaching experience. Students eligible for this award must earn 11-12 points on the PDE 430 form and earn a "Pass with Honors" grade for student teaching. Full-time faculty in the Education Division will make the final selection of the award recipients.

The award will be given to one undergraduate student from each area of certification (early childhood, elementary, special education and secondary) and one graduate student from each area of certification (early childhood, elementary, special education and secondary).

A student teaching banquet/luncheon will be held in November for Fall student teachers and April for Spring student teachers. The Student Teaching Awards will be presented at the banquet each semester.

APPENDIX

| | |
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QUOTATION BY ST.FRANCIS CABRINI (1902)

“School Law & Teacher Liability”

The student teacher must be aware of their legal responsibilities as well as their legal rights. An understanding of school law and how it affects their relationships with the board of education, school administrators, fellow teachers and pupils is essential because misunderstandings about the law have resulted in unrest, controversy and litigation.

We offer the following recommendations for your consideration before beginning your student teaching experiences:

- The best and most important recommendation to a teacher-to-be is to use “common sense.” Many professional tools and techniques have been presented during the formal training period, use them. Remember that the courts make comparisons to the conduct that a reasonably prudent person would have used under the same circumstances.
- All school employees should carry liability insurance. The number of litigations involving teachers is increasing. Liability insurance is usually available through the elected bargaining unit, as part of a homeowner’s policy or as a separate policy. Liability insurance coverage is required in some school districts.
- It is imperative to know the local school district policy on teacher-student relations. These are often published in the teachers’ policy manuals or issued as separate statements.
- Do not rely upon the “legal” advice of the “faculty room” expert. Seek answers from the appropriate school administrator or the bargaining unit if applicable.
- Go to the professional literature.
- Should a school employee become involved in litigation, the best procedure is to seek the services of the most competent attorney available. In the event the employee has liability insurance coverage the matter should be referred to the company or organization issuing the policy.

¹Wilkens, William H. R. (Editor) Today’s Student-Tomorrow’s Teacher: “A Guide to Student Teaching” Slippery Rock, Pennsylvania. Kendall/Hunt Publishing Company, 1979, pp.75-81. Permission granted orally (w/witness), by John A. Hicks, Ph.D.

Lesson Plan Format-Elementary

Subject Area: _____ Cooperating Teacher: _____

Date: _____ College Supervisor: _____

Approximate Time: _____

- I. Behavioral Objective/s (ABCD format)
- II. State Standards Addressed by the Objective/s
- III. Materials
- IV. Procedure:
 - Anticipatory Set
 - Activity
 - Closure
- V. Assessment
- VI. Accountability
- VII. Differentiation
 - Gifted Learners
 - Struggling Learners
- VIII. Evaluation
 - Comments:

Lesson Plan Format-Secondary

Subject Area: _____ Cooperating Teacher: _____

Date: _____ College Supervisor: _____

Approximate Time: _____

I. Objective/s

II. State Standards Addressed by the Objectives

III. Materials

IV. Procedure

- Anticipatory Set
- Activities
- Closure

V. Assessment

VI. Differentiation

- Gifted Learners
- Struggling Learners

VII. Evaluation

- Comments

Benjamin Bloom's Taxonomy

Useable Demonstration Verbs for Selected Outcome Domains:

An objective describes a desired outcome-describing what the learner is to be like as a result of some learning experience(s).

The following is a compilation of some useful "demonstration verbs" that can be used in defining categories that resemble Benjamin Bloom's Taxonomy, but they are not identical to Bloom's six cognitive domains.

Please note that some verbs may apply to more than one category, depending on the composition of the overall demonstration. Also note that this is intended as a starting point for you to consider, not a completed product. Feel free to amend these lists as it seems appropriate.

- Knowledge/Recall:

| | | | |
|----------|-----------|----------|-------|
| Acquire | define | describe | |
| identify | | | |
| Label | list | locate | name |
| Recall | recognize | select | state |
- Comprehension:

| | | | |
|-----------|------------|------------|-------------|
| Compare | define | describe | distinguish |
| Explain | generalize | illustrate | infer |
| Interpret | match | paraphrase | prepare |
| Restate | select | summarize | translate |
- Application:

| | | | |
|---------|----------|---------|----------|
| Adapt | apply | compute | discover |
| Draw | gather | graph | modify |
| Operate | organize | prepare | revise |
| Show | solve | survey | use |
- Conceptual Reasoning/Analysis:

| | | | |
|--------------|-------------|---------|---------------|
| Categorize | classify | compare | contrast |
| Decipher | deduce | detect | differentiate |
| Discriminate | distinguish | explain | generalize |
| Infer | predict | relate | solve |

- **Conceptual Reasoning/Synthesis:**

| | | | |
|---------|----------|-------------|-----------|
| Combine | compose | create | design |
| Develop | document | incorporate | integrate |
| Invent | modify | organize | plan |
| Predict | produce | structure | transmit |
- **Conceptual Reasoning/Evaluation:**

| | | | |
|----------|----------|-----------|----------|
| Appraise | critique | decide | evaluate |
| Judge | justify | recommend | validate |
- **Operational Skill:**

| | | | |
|---------|-------------|---------|---------|
| Compute | demonstrate | draw | execute |
| Handle | operate | perform | use |

(490 Bloom's Taxonomy)

Classroom Management

Name of Skill: _____

Definition:

- Preventive: Yes No
- Remedial: Yes No
- Part of Sequence: Yes No

If part of sequence, list the skills used before this skill:

If part of sequence, list the skills used after the skill:

When you use this skill:

How vulnerable will you be to further off-task behavior?

0 1 2 3 4 5

How punished will the learner feel?

0 1 2 3 4 5

Under what conditions will you not use this skill?

After you have used this skill in several situations, briefly assess the results for your future reference.

Assessment:

Dem-1-95
(490 Classroom Management)

Behavioral Intervention Program

Student: _____ Date: _____

Annual Goals: The goal is to assist the student to function appropriately in a variety of environments with particular emphasis on the school environment. By assisting the student to work on their affective goals, the student will be better able to internalize controls, resolve internal conflicts, establish satisfying and appropriate relationships, have more energy available for pursuit of academic and vocational objectives and attain increased pride. To facilitate the above, the following strategies may be employed:

| | | |
|-------------------------|-------------------------|---------------|
| Behavioral Modification | Contingency Contracting | Role Playing |
| Environmental Changes | Group Counseling | Role Modeling |
| Individual Counseling | Token Economy Systems | Peer Tutoring |

- Target Behavior & Baseline Measurement of the Behavior(s):
 Behavior: _____ Time: _____ Circumstance: _____
 a. _____
 b. _____

- Desired Outcome of the Program:
 Conditions under which the behavior is expected to occur/not occur & criteria for performance

| | | |
|-----------|--|-------------------|
| Condition | Academic Session (throughout the day) | Small/Large Group |
|-----------|--|-------------------|

 Criteria: _____

- Method/Material:

| | | |
|------------------------------|---------------|-----------|
| Adoptions to the Environment | Role Modeling | Group |
| Behavioral Management | Check Lists | Contracts |
| Encouragement | Level System | Points |
| Praise | Other | |

- Data Collection Procedure:
 Record Points/Maintain Charts
 Baseline Measurement Comparison at _____ intervals.

- Communication Component:
 Student will meet with teacher daily () weekly () quarterly ().
 Report will go home: Y () N () To be signed: Y () N ()

- Start Date: _____ Anticipated Completion Date: _____

- Time Interval for the Program Review: _____

- Person Responsible for Behavior Management Program (490 Behave Intervnt)

Example

“Task Analysis – Multiplication”

Upon reviewing two-place multiplication and regrouping, the learner will solve multiplication problems with a two-place multiplier and regrouping in the one’s and ten’s columns.

$$\begin{array}{r} 69 \\ \times 54 \\ \hline \end{array}$$

Can the learner:

1. State the value of the number in the one’s column?
2. State the value of a number in the ten’s column?
3. State the value of a number in the hundred’s column?
4. State the value of a number in the thousand’s column?
5. Explain the use and value of zero as a place holder?
6. Line up his work and his answers in the appropriate columns?
7. Add with regrouping?
8. Explain the meaning of the multiplication sign (x)?
9. Recite his multiplication tables through nine?

TA-6 Upland School District

Example

“Task Analysis – Plural Nouns”

After reviewing the six most common rules for spelling plurals, the learner will use the six rules and correctly spell the plural form of each presented noun.

Component Parts in Sequence

Can the learner:

1. Read the nouns?
2. State the definition of a noun?
3. State the meaning of a plural?
4. Use s when forming plurals?
5. Identify a syllable?
6. Use x, ch, sh, ss, and z when forming plurals?
7. Differentiate between a vowel and a consonant?
8. Form plurals of nouns that end in y?
9. Change the internal spelling of a noun as appropriate when forming plurals?
10. Change f to v as appropriate when forming plurals?
11. Identify nouns that have the same form for both singular and plural?

TA-1 Upland School District

Example

“Task Analysis – Timeline”

After reviewing the timeline format, the learner will construct a timeline for history based on a given set of dates.

Can the learner:

1. State (or write) the meaning of the term B.C?
2. State (or write) the meaning of the term A.D?
3. Describe how events in history are represented by date on the timeline?
4. Explain that B.C. dates are to the left of 0 on the timeline and that A.D. dates are to the right of 0 on the timeline?
5. Explain (in their own words) the concept that the further to the left a date appears on the timeline the earlier the event occurred?
6. Explain (in their own words) the concept that events occurring B.C. are represented by dates that get smaller the further back in time they occurred?
7. Explain (in their own words) the concept that events occurring A.D. are represented by dates that get smaller the further back in time they occurred?
8. Place the dates of events in their appropriate places on the timeline?

TA-1a Upland School District

Creating a Philosophy of Education

Requirements:

- Please submit a single typed page
- You should be honest, clear and positive
- Be sure to proofread carefully-no errors
- Your paper should reflect:
 - The structure of your classrooms
 - The importance of education to you
 - Your attitude concerning students, schools, parents, community and society
 - Your thoughts on how all of these are dependent on each other

Remember:

- The “Philosophy Paper” is one way that prospective employers determine how well you express yourself, e.g. your use of grammar skills
- There is a risk involved. Your philosophy could be such that it severely limits the number of positions available. The type of school should be considered very carefully, e.g. public/private/religious
- Your philosophy will be read closely to determine if you are a student-centered teacher or a teacher-centered teacher. The use of the first person, “I” usually indicates that you are the teacher-centered
- Never create your philosophy according to what you think a district wants to hear-be honest and sincere
- Your philosophy will change with age, experience and education. Review it periodically and make changes as necessary
- You may be asked to create this document in your best cursive handwriting-you may want to do this now

The major source of this page was a document provided by a student teacher, indicating that it was presented by a student teacher from another college. We wish to thank the unknown author(s).

(490 Create a Philosophy)

“Philosophy of Education”

“...no university exists that can provide an education; what a university can provide is an outline, to give the learner a direction and guidance. The rest one has to do for oneself.”

“If...asked what education should give, ...it should offer breadth of view, ease of understanding, tolerance for others, and a background from which the mind can explore in any direction.”

“Education should provide the tools for a widening and deepening of life, for increased appreciation of all one sees or experiences. It should equip a person to live life well, to understand what is happening about him, for to live life well one must live with awareness.”

“No one can ‘get’ an education, for of necessity education is a continuing process. If it does nothing else, it should provide students with the tools for learning; acquaint them with the methods of study and research, methods of pursuing an idea. We can only hope they come upon an idea they wish to pursue.”

“In the United States we have concentrated tremendous sums of money on the educational plant, seemingly with the idea that the right number of buildings will turn out the right number of graduates. Yet the teachers who actually instruct the future citizens of our country are more often than not miserably paid. If in the future we find ourselves with a lot of fourth-rate citizens, we have only ourselves to blame.”

“Education depends on the quality of the teacher, not the site or beauty of the buildings-nor...dies it depend on the winning record of the football team...”

“It is constantly reiterated that education begins in the home, as indeed it does, but what is often forgotten is that morality begins in the home also.”

Education of a Wandering Man by Louis L’Amour; Bantam Books; 1989, pp3-4

Compiling a Student Teacher Portfolio

- ___ 1. Typed table of contents
- ___ 2. Praxis information-Certification area(s). This should indicate tests taken and passed.
- ___ 3. One page typed Philosophy of Education
- ___ 4. Typed one page copy of resume
- ___ 5. Selected photographs of student teacher in teaching situations:
 - ___ A. Directing learning activities
 - ___ B. Learning Centers/Developed Learning Games/used with students
 - ___ C. Bulletin Boards prepared
 - ___ D. Contingency management/Token economy systems & activities, charts, graphs, monitoring systems
 - ___ E. Any unique teaching situations or programs in which you have participated
- ___ 6. One typed sample lesson plan from each placement
- ___ 7. One typed instructional system from each placement
- ___ 8. Typed Behavioral intervention plan, with visuals
- ___ 9. Completed IEP/IST-(typed & excluding names)
- ___ 10. One typed instructional, technology evaluation
- ___ 11. Two letters of recommendation
- ___ 12. Copies of Student Teaching Evaluations
- ___ 13. Copies of all Official Transcripts
- ___ 14. Samples of forms/letters used to communicate with parents
- ___ 15. Special experiences which may impact on personal abilities
e.g. Honors, Travels, Senior Thesis, Hobbies, Interests
- ___ 16. Notes from former students, parents and professionals

Evaluation Forms- Directions

1) Sample Narrative Evaluation form

- a. Completed by supervisor for each observation
- b. Original stays with supervisor; Copy given to student teacher
- c. Some supervisors may take notes during observation, complete form at a later time and provide the copy to the student teacher later

2) Sample PDE 430 form

- a. Only used for student teachers completing student teaching for their INITIAL (first) certification
- b. Completed by Cabrini supervisor at the midpoint and end of student teaching experience
- c. Cooperating teacher may have input on the form

3) Final Evaluation of Student Teacher/Intern by Cooperating Teacher and Supervisor

- a. Electronic version of form or hard copy of form will be provided to the cooperating teacher by the Cabrini supervisor
- b. Completed by Cooperating Teacher at the end of each placement
 - i. Submit either to the Cabrini Supervisor or directly to Cabrini College Education Division via email (msmall@cabrini.edu) or mail (610 King of Prussia Rd., Radnor, PA 19087)
- c. Completed by Supervisor at the end of student teaching experience
 - i. Give original to student teacher and place a copy in the student teacher's file

4) Student Teacher's Evaluation of Cooperating Teacher

- a. Completed by student teacher for each cooperating teacher.
- b. Completed forms should be submitted in a sealed envelope to the Cabrini supervisor.
- c. Cabrini supervisor will collect evaluations and give them to the Director of Student Teaching.

5) Student Teacher's Evaluation of Supervisor

- a. Completed by student teacher for the Cabrini Supervisor.
- b. Completed forms should be submitted via email, mail or fax to the Director of Student Teaching on the day of the final seminar session.
Information on the evaluations will be shared with the supervisors after all grades are submitted.

*Sample NARRATIVE EVALUATION FORM (completed by the student
teaching supervisor for each observation).*

Student Teacher _____ Date _____

Cooperating Teacher _____ Supervisor _____

Class (or group) _____ School _____

Circle one: ECE El. Ed. Spec. Ed. Sec. Ed. Miles Traveled _____

Lesson Topic: _____

PLANNING AND PREPARATION

(Written plans? Appropriate materials? Knowledge of content/students? Clear goals? Connection to Commonwealth standards?)

CLASSROOM AND ENVIRONMENT

(Appropriate expectations? Classroom Management: routines, discipline, etc.? Safety? Rapport? Equitable learning opportunities?)

INSTRUCTIONAL DELIVERY

(Mastery of content and pedagogy? Communication skills? Questioning/Discussion strategies? Pacing? Student engagement?
Assessment?)

PROFESSIONALISM

(Knowledge of procedures/regulations? Relationships with teachers/parents/administrators? Accurate records? Integrity/ethical
behavior?)

SUMMAARY ASSESSMENT/ COMPETENCY COMPLETION

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

| | | | |
|-------------------------------------|-------------|--------------|------------------------------|
| Student/Candidate's Last Name _____ | First _____ | Middle _____ | Social Security Number _____ |
| Subject(s) Taught _____ | | | Grade Level _____ |

This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation — Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation; student teacher makes plans and sets goals based on content to be taught/learned, their knowledge of assigned students and their instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans _____ | <input type="checkbox"/> Student Teacher Interviews _____ |
| <input type="checkbox"/> Resources/Materials/Technology _____ | <input type="checkbox"/> Classroom Observations _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Resource Documents _____ |
| <input type="checkbox"/> Information About Students _____ | <input type="checkbox"/> Other _____ |

| Category | Exemplary 3 Points | Superior 2 Points | Satisfactory 1 Point | Unsatisfactory 0 Points |
|-------------------------------|---|---|--|--|
| Criteria for Rating | The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. | The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. | The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. | The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance. |
| Rating (Indicate ✓) | ✓ | | | |

Justification for Evaluation

Student/Candidate's Last Name First Middle Social Security Number

Category III: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

Alignment: 354.33. (I)(ii)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Visual Technology _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Resources/Materials/Technology/Space _____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews _____ | <input type="checkbox"/> Other _____ |

| Category | Exemplary 3 Points | Satisfactory 2 Points | Satisfactory 1 Point | Unsatisfactory 0 Points |
|-------------------------------|---|--|--|--|
| Criteria for Rating | The candidate consistently and thoroughly demonstrates indicators of performance. | The candidate usually and adequately demonstrates indicators of performance. | The candidate sometimes and adequately demonstrates indicators of performance. | The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. |
| Rating (Indicate ✓) | | | | |

Justification for Evaluation

SAMPLE

| | | | |
|-------------------------------|-------|--------|------------------------|
| Student/Candidate's Last Name | First | Middle | Social Security Number |
|-------------------------------|-------|--------|------------------------|

Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.
Alignment: 354.33. (1)(i)(D),(F),(G)

- Student Teacher/candidate's performance appropriately demonstrates:
- Use of knowledge of content and pedagogical theory through their instructional delivery
 - Instructional goals reflecting Pennsylvania K-12 standards
 - Communication of procedures and clear explanations of content
 - Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
 - Use of questioning and discussion strategies that encourage many students to participate
 - Engagement of students in learning and adequate pacing of instruction
 - Feedback to students on their learning
 - Use of informal and formal assessments to meet learning goals and to monitor student learning
 - Flexibility and responsiveness in meeting the learning needs of students
 - Integration of disciplines within the educational curriculum

- Sources of Evidence** (Check all that apply and include dates, types, or number)
- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews _____ | <input type="checkbox"/> Other _____ |

| Category | Exemplary 3 Points | Superior 2 Points | Satisfactory 1 Point | Unsatisfactory 0 Points |
|-------------------------------|---|---|--|--|
| Criteria for Rating | The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. | The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. | The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. | The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance. |
| Rating (Indicate ✓) | | | | |

Justification for Evaluation

| | | | |
|-------------------------------|-------|--------|------------------------|
| Student/Candidate's Last Name | First | Middle | Social Security Number |
|-------------------------------|-------|--------|------------------------|

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.
Alignment: 354.33. (1)(i)(I),(J)

- Student Teacher/Candidate's performance appropriately demonstrates:
- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
 - Knowledge of school or district requirements for maintaining accurate records and communicating with families
 - Knowledge of school and/or district events
 - Knowledge of district or college's professional growth and development opportunities
 - Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
 - Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
 - Ability to cultivate professional relationships with school colleagues
 - Knowledge of Commonwealth requirements for continuing professional development and licensure

- Sources of Evidence** (Check all that apply and include dates, types/titles, or number)
- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher Interviews _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Written Documentation _____ | |

| Category | Exemplary 3 Points | Superior 2 Points | Satisfactory 1 Point | Unsatisfactory 0 Points |
|-------------------------------|--|--|---|---|
| Criteria for Rating | The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance. | The candidate <i>usually and extensively</i> demonstrates indicators of performance. | The candidate <i>sometimes and adequately</i> demonstrates indicators of performance. | The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance. |
| Rating (Indicate ✓) | | | | |

Justification for Evaluation

| Overall Rating | | | | |
|---------------------|---|---|--|--|
| Category | Exemplary (Minimum of 12 Points) | Superior (Minimum of 8 Points) | Satisfactory (Minimum of 4 Points) | Unsatisfactory (0 Points) |
| Criteria for Rating | The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. | The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. | The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. | The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance. |
| Rating (Indicate ✓) | | | | |

Note: Student Teacher/Candidate must achieve at least a satisfactory rating of 1 point in each of the four categories, which would result in a minimum total rating of 4 points. When using this assessment a minimum of two times, a total of 8 points would be required. In all cases, at least a satisfactory rating in all categories must have been achieved.

Justification for Overall Rating:

Student Teacher/Candidate's Last Name First Middle Social Security Number

District/IU School Interview/Conference Date

School Year: _____ Term: _____

Required Signatures:

Supervisor/Evaluator: _____ Date: _____

Student/Teacher Candidate: _____ Date: _____

Certification Officer: _____ Date: _____

Certification Area: _____ PDE – Certification Code: _____
(To be completed by Certification Officer)

FINAL EVALUATION OF STUDENT TEACHER

Student Name:

College Supervisor:

Cooperating Teacher(s):

School(s):

Level or Subject:

Date:

DO NOT USE THIS FORM. It is here as a sample copy only.

The CABRINI STUDENT TEACHING SUPERVISOR will provide the cooperating teacher either an electronic or hard copy of the FINAL EVALUATION FORM on Cabrini letterhead.

1. PLANNING AND PREPARATION OF INSTRUCTIONAL MATERIALS:

2. INSTRUCTIONAL EFFECTIVENESS AND CLASSROOM MANAGEMENT:

3. AFFECTIVE RELATIONSHIP WITH STUDENTS:

4. PROFESSIONAL DEVELOPMENT:

DATE

__Cooperating Teacher (Signature)
__College Supervisor (Signature)

Sample Questions for FINAL EVALUATION OF STUDENT TEACHER

Student Teacher:
College Supervisor:
Cooperating Teacher(s)
School(s):
Level or Subject:
Date:

This sample provides the Cooperating Teacher a set of questions to consider when completing the Final Evaluation form for the student teacher.

1. PLANNING AND PREPARATION OF INSTRUCTIONAL MATERIALS:

Were the lesson(s) and/or activity(ies) suitable for the developmental level(s) of the group?

Were teaching materials appropriate?

Was time well-spent?

Did the student teacher use a variety of teaching materials?

Were the pupils actively involved?

Were lesson plans prepared?

2. INSTRUCTIONAL EFFECTIVENESS AND CLASSROOM MANAGEMENT:

Was programming appropriate for the individual and/or group?

Was the student teacher prepared?

Did pupils respond appropriately?

Was discipline generally positive?

How did the student teacher evaluate progress?

3. AFFECTIVE RELATIONSHIP WITH STUDENTS:

Did the student teacher foster positive attitudes and work habits with the pupils?

Did the student teacher maintain good rapport with the pupils?

4. PROFESSIONAL DEVELOPMENT:

Was the student teacher capable of planning and implementing an educational program during the last full week(s) of the placement?

Did the student teacher display initiative in developing lessons, preparing materials and in managing pupil behavior?

Did the student teacher respond appropriately to suggestions?

Did the student teacher learn by observation and practice?

Student Teacher's Evaluation of Cooperating Teacher

(To be completed by Student Teacher for each cooperating teacher and given to the Cabrini supervisor in a sealed envelope).

Cooperating Teacher: _____

School: _____

Description of Class: _____

In an effort to “match” student teachers and cooperating teachers in the future and to provide some feedback to the teachers, we ask you to please answer the following questions as honestly as possible:

- Did you feel that your cooperating teacher gave you appropriate responsibilities?
- Did you feel that you had adequate time and directions to prepare assignments?
- Do you feel that you had adequate opportunity to work with each child/group?
- Did your cooperating teacher evaluate your teaching? Written () Oral ()
- Do you feel that your cooperating teacher spent enough time with you?
- What qualities (of yours) might have made it easier for you to work with this cooperating teacher?
- What qualities (of yours) might have made it difficult for you to work with this cooperating teacher?
- Any recommendations that would be helpful to the cooperating teacher?
- Would you recommend that Cabrini College student teachers continue to be placed with this teacher?
- Any additional comments?

(490 St Eval of Coop)

Student Teacher's Evaluation of College Supervisor

This form should be submitted directly to the Director of Student Teaching either by mail, email or fax. Please see the front of the manual for contact information.

Supervisor's Name: _____

Actual Dates of Supervision: _____

Part I:

- Do you feel that you were visited frequently enough? YES NO
- How many evaluations were written, by the supervisor during the full-time experience? _____ YES NO
- Did you feel that the length of the visits were appropriate? YES NO
- Was there reasonable variety in the observed situations? YES NO
- Were the supervisor's comments helpful? YES NO

Please comment: _____

- Which areas did you feel that you needed help from your supervisor?
e.g. curriculum, materials, behavior controls, professional relations, etc.
Please comment: _____
- Did you specifically request the supervisor's help? YES NO
- Was the supervisor able to provide help in these areas? YES NO
- If you were the supervisor, what would you have done differently to help the student teacher? Please comment: _____

Part II:

- Did you find this manual helpful? YES NO
Please comment: _____
- What manual improvements for the next year could you suggest?
Please comment: _____
- Do you feel that the Seminar meetings were relevant/worthwhile? YES NO
Please comment: _____

How do you think that you could have been better prepared for the student teaching experiences?
Please comment:

(490 St Eval of Super)

Student Teacher Binder/Participation Evaluation

(Completed by Supervisor)

Cabrini College

ELE ECE SPE SEC 490 491

Education Major's Name: _____

Placement I: _____
 Dates School Coop Teacher

Placement II: _____
 Dates School Coop Teacher

List dates of completion for each objective

| Objectives | Placement I | Placement II |
|--|--------------------|---------------------|
| I. Code of Professional Conduct and reflection | | |
| II. Journal entries (at least two per week of placement) | | |
| III. Daily Lesson Plans (for every lesson taught) | | |
| IV. Emergency Lesson Plans (2 per placement or 2 per 7 weeks) | | |
| V. Instructional Systems (1 per 7 weeks) | | |
| VI. Alternative/Supplemental Learning Activities(3 per 7 weeks) | | |
| VII. IEP/IST/IFSP (1) | | |
| VIII. Classroom Management (10) | | |
| IX. Behavioral Intervention Task (1) | | |
| X. Curriculum File (collection) | | |
| XI. Task Analysis (1) | | |
| XII. Instructional Materials Evaluation(2 per 7 weeks) | | |
| XIII. Curriculum Modifications: Differentiated Instruction/ESY (2 per 7 weeks) | | |

| | | |
|--|---|--------------------|
| XIV. Professional Activities Log | | |
| XV. Educational Philosophy (1) | | |
| Attendance to Seminar Sessions Scale of 1-10 with 10 being the highest and indicating that the student attended all sessions, was punctual and participated with a positive, professional attitude. | 1 | 2 3 4 5 6 7 8 9 10 |

Forms – From Field

PDE Forms 430

Midpoint (date): _____ Final (date): _____

Narrative Observation forms (dates): _____

(2-4 depending on number of credits for which the student teacher is registered):

Final grade for Education Major: PH P I F

Comments:

Signature of College Supervisor: _____ **Date:** _____